



## EHRHARDT ELEMENTARY

13704 Broxton Bridge Rd.  
Ehrhardt, South Carolina 29081

**GRADES** K-5 Elementary School

**ENROLLMENT** 109 Students

**PRINCIPAL** Ronald Bunch 803-267-4621

**SUPERINTENDENT** Phyllis K. Schwarting 803-245-3053

**BOARD CHAIR** John E. Bamberg 803-245-9400



## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	47	53	1	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 4 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

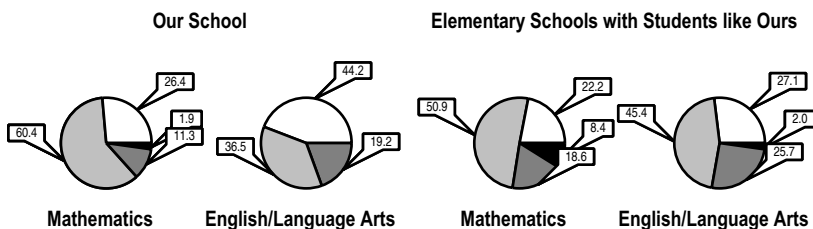
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




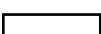
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	11	17	7
Percent satisfied with learning environment	90.9%	94.1%	I/S
Percent satisfied with social and physical environment	100.0%	100.0%	I/S
Percent satisfied with home-school relations	70.0%	88.2%	I/S

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	58	98.3	44.2	36.5	19.2	N/A	19.2	17.6
Gender								
Male	33	97.0	55.2	24.1	20.7	N/A	20.7	17.6
Female	25	100.0	30.4	52.2	17.4	N/A	17.4	17.6
Racial/Ethnic Group								
White	34	97.1	24.1	41.4	34.5	N/A	34.5	17.6
African-American	22	100.0	71.4	28.6	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	47	97.9	33.3	42.9	23.8	N/A	23.8	17.6
Disabled	11	100.0	90.0	10.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	58	98.3	44.2	36.5	19.2	N/A	19.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	58	98.3	44.2	36.5	19.2	N/A	19.2	17.6
Socio-Economic Status								
Subsidized meals	34	100.0	60.0	33.3	6.7	N/A	6.7	17.6
Full-pay meals	24	95.8	22.7	40.9	36.4	N/A	36.4	17.6

Mathematics								
All students	58	100.0	26.4	60.4	11.3	1.9	13.2	15.5
Gender								
Male	33	100.0	16.7	73.3	10.0	N/A	10.0	15.5
Female	25	100.0	39.1	43.5	13.0	4.3	17.4	15.5
Racial/Ethnic Group								
White	34	100.0	16.7	63.3	16.7	3.3	20.0	15.5
African-American	22	100.0	33.3	61.9	4.8	N/A	4.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	47	100.0	25.6	58.1	14.0	2.3	16.3	15.5
Disabled	11	100.0	30.0	70.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	58	100.0	26.4	60.4	11.3	1.9	13.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	58	100.0	26.4	60.4	11.3	1.9	13.2	15.5
Socio-Economic Status								
Subsidized meals	34	100.0	36.7	53.3	10.0	N/A	10.0	15.5
Full-pay meals	24	100.0	13.0	69.6	13.0	4.3	17.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	23	N/A	27.3	50.0	22.7	N/A	22.7
	Grade 4	16	N/A	25.0	50.0	18.8	6.3	25.0
	Grade 5	20	N/A	30.0	55.0	15.0	N/A	15.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	20	95.0	36.8	36.8	26.3	N/A	26.3
	Grade 4	21	100.0	47.4	36.8	15.8	N/A	15.8
	Grade 5	17	100.0	50.0	35.7	14.3	N/A	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	23	N/A	9.1	77.3	13.6	N/A	13.6
	Grade 4	16	N/A	43.8	37.5	6.3	12.5	18.8
	Grade 5	20	N/A	25.0	70.0	N/A	5.0	5.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	20	100.0	20.0	65.0	15.0	N/A	15.0
	Grade 4	21	100.0	26.3	63.2	5.3	5.3	10.5
	Grade 5	17	100.0	35.7	50.0	14.3	N/A	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 109)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.6%	Down from 3.7%	2.7%	2.4%
Attendance rate	95.0%	Down from 96.7%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.2%	Up from 4.8%	12.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	0.0%	No change	8.4%	8.0%
Older than usual for grade	N/A	N/A	1.2%	1.1%
Suspended or expelled	0.9%	Up from 0.0%	0.0%	0.0%

Teachers (n= 11)				
Teachers with advanced degrees	54.5%	Up from 50.0%	47.6%	50.0%
Continuing contract teachers	100.0%	No change	86.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.8%	Up from 88.2%	86.9%	86.2%
Teacher attendance rate	94.6%	Up from 93.1%	95.2%	95.3%
Average teacher salary	\$36,053	Up 3.6%	\$39,408	\$39,909
Prof. development days/teacher	7.4 days	Down from 9.7 days	11.5 days	11.4 days

School				
Principal's years at school	10.0	Up from 8.0	4.0	4.0
Student-teacher ratio	16.9 to 1	Up from 10.9 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.8%	Down from 88.9%	89.3%	89.7%
Dollars spent per pupil*	\$7,336	Up 5.8%	\$5,647	\$5,892
Percent spent on teacher salaries*	59.4%	Down from 60.4%	66.7%	66.6%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.8%	Down from 100.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Ehrhardt Elementary School continues to strive for improvement in all areas. The absolute rating for the 92 schools like ours ranged from average to excellent. We feel that our rating of "average" is a good starting place for improvement. The improvement rating for the 92 schools like ours ranged from unsatisfactory to excellent. Again we scored "average" and feel that this is a good starting point for improvement. The teachers continue to challenge our students to perform at their maximum potential.

Student behavior, social skills and the total school atmosphere were greatly improved. Our school continues to be a Deregulated School and we continue to strive to follow our philosophy, which is "to provide instructional consistency with the state content and achievement standards." Our program continues to focus on staff development, a balanced literary and reading program, teacher and administrative commitment, after school and summer programs, use of volunteers, curriculum that is correlated to state standards. Regular classroom observations ensure that teachers and students remain focused.

Among the highlights of the year were selecting Becky Brunson as Teacher of the Year; high CSAB scores (100%); students published in the Salkehatchie Consortium Essay Contest; students participated in the Math-a-thon; Accelerated Reader Program; the State Fair Grandparents Essays; CSRA Essay Contest; and various poster contests. Technology continues to be a big part of our academic program as we continue to update our computers by writing grants and requesting and receiving computers from Westinghouse.

Ronald Bunch, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.